

Course Assessment Report
Washtenaw Community College

Discipline	Course Number	Title
Physical Therapist Assistant	230	PTA 230 06/20/2022-Clinical Education I
College	Division	Department
	Health Sciences	Allied Health
Faculty Preparer		Ann Herbert
Date of Last Filed Assessment Report		08/03/2016

I. Review previous assessment reports submitted for this course and provide the following information.

1. Was this course previously assessed and if so, when?

Yes

PTA 230 was assessed through Winter 2015.

2. Briefly describe the results of previous assessment report(s).

The assessment results led to the revision of the benchmark requirements for PTA 230 to have a consistent performance criterion of Advanced Beginner for all 14 categories on the Clinical Performance Instrument (CPI) assessment tool as of 2016. It highlighted the probable confusion amongst clinical instructors when scoring the CPI when having two different criteria for select categories, as well as consensus that a level of intermediate was too high for this early clinical education experience.

3. Briefly describe the Action Plan/Intended Changes from the previous report(s), when and how changes were implemented.

Beginning Winter 2016, the PTA 230 performance rating criteria was changed to Advanced Beginner for all 14 categories of the CPI. In addition, the course objectives were revised to better reflect the language used in the Clinical Performance instrument assessment tool used to assess this course

II. Assessment Results per Student Learning Outcome

Outcome 1: Demonstrate professional and ethical behaviors related to patient interactions, peer and other stakeholder interactions at an Advanced Beginner Level as defined by the Clinical Performance Instrument (CPI).

- Assessment Plan
 - Assessment Tool: Clinical performance checklist
 - Assessment Date: Winter 2026
 - Course section(s)/other population: All
 - Number students to be assessed: All
 - How the assessment will be scored: Skills-based checklist
 - Standard of success to be used for this assessment: 80% of students will successfully pass the outcome-related skills.
 - Who will score and analyze the data: PTA Faculty

1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

Fall (indicate years below)	Winter (indicate years below)	SP/SU (indicate years below)
	2022, 2021, 2020	

2. Provide assessment sample size data in the table below.

# of students enrolled	# of students assessed
53	51

3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

Two students were not included in the assessment. The first student's clinical instructor did not complete the Clinical Performance Instrument (CPI), despite multiple attempts via email and telephone by both the student and the Academic Coordinator of Clinical Education (ACCE). The second student in 2020, due to the cancelation of PTA 230 that year did not participate in the combined PTA 230/240 the following term due to a one-year leave of absence.

4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

All students who participated and had a completed CPI were included in the assessment process.

5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

The Physical Therapist Clinical Performance Instrument is a standardized, validated instrument used to assess student performance during clinical education experiences, designed by the APTA. Clinical instructors will access CPI online to assess student performance at the end of the clinical education experience. The CPI has 14 items or categories that are used to assess a student's performance. For this course the level of Advanced Beginner is considered the benchmark criteria on each item. For this outcome, in the years of 2021 and 2022 items #2 clinical behaviors, #3 Accountability, #4 Cultural Competence, #5 Communication, #6 Self-Assessment and Learning and #14 Resource management.

In 2020, due to Covid canceling PTA 230, PTA 240 the following term was expanded by an additional 48 hours to include the missed hours of PTA 230. For this year, clinical instructors were asked to complete a form verifying that students met the Advanced Beginner according to the CPI. The CPI is an extensive tool and it was determined to be too time intensive to fill it out twice in a 4-week rotation.

6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this learning outcome and indicate whether the standard of success was met for this outcome and tool.

Met Standard of Success: Yes

Students did exceptionally well in this outcome. In 2020, using the verification form, and in 2022 using the CPI, 100% (18/18, 16/16 respectively) achieved the learning outcome. In 2021 88% (15/17) achieved Advanced Beginner in all outcome-related areas of the CPI.

Overall, 96% (49/51) of the students successfully passed the outcome-related skills, meeting the standard of success.

7. Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

The students excelled in this outcome, with the three-year average of 98% confirming a solid foundation going into their first clinical rotation. Self-Assessment, Communication, Accountability and Cultural competence align with the qualities and philosophy of the Physical Therapy profession. Washtenaw Community College PTA students are highly sought-after employees and this outcome reflects the success this program and college demonstrate in educating our students.

8. Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

The small margin of defeat in this outcome relates back to inconsistent understanding and training in the CPI performance objective criteria. On the few occasions a student did not meet the Advanced Beginner level of achievement, comments suggested the student in fact was performing well and clear constructive feedback was not provided. Clinical Instructors, whether seasoned or new to taking students, often have individual beliefs, often based on personal experiences as a student and or personality conflicts that limit the objective nature of assessment. Moving forward, given the freeze on clinical instructor orientation, secondary to Covid altering the ability to meet in person, video orientations will be designed to address many of the issues described along with a personable outline to help navigate and clarify areas of uncertainty.

Outcome 2: Perform physical therapy interventions and data collection techniques in a safe manner under the direction and supervision of the physical therapist at the advanced beginner level as defined by the Clinical Performance Instrument.

- Assessment Plan
 - Assessment Tool: Clinical performance checklist
 - Assessment Date: Winter 2026
 - Course section(s)/other population: All
 - Number students to be assessed: All
 - How the assessment will be scored: Skills-based checklist
 - Standard of success to be used for this assessment: 80% of students will successfully pass the outcome-related skills.
 - Who will score and analyze the data: PTA Faculty

1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

Fall (indicate years below)	Winter (indicate years below)	SP/SU (indicate years below)
	2022, 2021, 2020	

2. Provide assessment sample size data in the table below.

# of students enrolled	# of students assessed
53	51

3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

One student was not included in the assessment as the clinical instructor despite multiple requests, did not complete the CPI. Another student due to the cancelation of PTA 230 during 2020 did not participate in the combined section as the student took a one-year maternity leave and restarted with a different cohort. This student was refunded her tuition and was able to re-enroll with her new cohort in 2021.

4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

All students that participated in PTA 230 with a completed CPI were assessed.

5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

The Physical Therapist Clinical Performance Instrument is a standardized, validated instrument used to assess student performance during clinical education experiences, designed by the APTA. Clinical instructors will access CPI online to assess student performance at the end of the clinical education experience. The CPI has 14 items or categories that are used to assess a student's performance. For this course the level of Advanced Beginner is considered the benchmark criteria on each item. For this outcome, in the years of 2021 and 2022 items #1 Safety, #7 Clinical Problem solving, #8 Therapeutic Exercise, #9 Therapeutic Techniques, #10 Physical Agents and Mechanical Modalities, #11 Electro Therapeutic Modalities and #14 Resource management.

6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this learning outcome and indicate whether the standard of success was met for this outcome and tool.

Met Standard of Success: Yes

100% of students in 2020 (18/18) met the standard of success. It must be noted that due to Covid canceling PTA 230 in 2020, PTA 240 the following term was expanded by an additional 48 hours to include the missed hours of PTA 230. For this year, clinical instructors were asked to complete a form verifying that each student met the Advanced beginner according to the CPI. The CPI is an extensive tool and it was determined to be to time intensive to fill it out twice in a 4-week rotation. In 2021, 82% (14/17) and in 2022, 100% (16/16) of the students met the standard of success for this outcome.

Overall, 94% (48/51) of the students successfully passed the outcome-related skills, meeting the standard of success.

7. Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

The three-year average of success for this outcome was 94%. This outcome is heavily weighted with Therapeutic agents and modalities. Our students show a strong skill set of application, safety and even at such an early time in their education, the curiosity to utilize clinical problem-solving strategies, despite a limited knowledge base. The willingness to ask questions in a "judgement free zone" is strongly encouraged in the program and feedback reflects the success of this strategy.

8. Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

Three students in particular in 2021 did not achieve the Advanced Beginner level of performance on multiple areas of this outcome. Yet, when reading the Clinical Instructor comments, it was not clear as to why they did not, in fact relatively high praise was awarded versus constructive feedback or examples to substantiate the lower rating. Again, this will be addressed in the clinical instructor education videos that will act as an orientation to each individual clinical education experience to highlight performance criteria and assessment strategies.

Outcome 3: Document and communicate effectively to support the delivery of physical therapy services at the Advanced Beginner Level as defined by the Clinical Performance Instrument.

- Assessment Plan

- Assessment Tool: Clinical performance checklist
- Assessment Date: Winter 2026
- Course section(s)/other population: All
- Number students to be assessed: All
- How the assessment will be scored: Skills-based checklist
- Standard of success to be used for this assessment: 80% of students will successfully pass the outcome-related skills.
- Who will score and analyze the data: PTA Faculty

1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

Fall (indicate years below)	Winter (indicate years below)	SP/SU (indicate years below)
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	2022, 2021, 2020	
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2. Provide assessment sample size data in the table below.

# of students enrolled	# of students assessed
53	51

3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

One student was not included in the assessment as the clinical instructor despite multiple requests, did not complete the CPI. Another student due to the cancelation of PTA 230 during 2020 did not participate in the combined section as the student took a one-year maternity leave and restarted with a different cohort. This student was refunded her tuition and was able to re-enroll with her new cohort in 2021.

4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

All students that participated in PTA 230 with a completed CPI were assessed.

5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

The Physical Therapist Clinical Performance Instrument is a standardized, validated instrument used to assess student performance during clinical education experiences, designed by the APTA. Clinical instructors will access CPI online to assess student performance at the end of the clinical education experience. The CPI has 14 items or categories that are used to assess a student's performance. For this course the level of Advanced Beginner is considered the benchmark criteria on each item. For this outcome, in the years of 2021 and 2022 items #13 Documentation and #14 Resource Management were selected to best represent this outcome.

6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this learning outcome and indicate whether the standard of success was met for this outcome and tool.

Met Standard of Success: Yes

In 2020, due to Covid canceling PTA 230, PTA 240 the following term was expanded by an additional 48 hours to include the missed hours of PTA 230. For this year, clinical instructors were asked to complete a form verifying that students

met the Advanced Beginner according to the CPI. The CPI is an extensive tool and it was determined to be too time intensive to fill it out twice in a 4-week rotation.

Students did well in this outcome. In 2020, using the verification form 100% (18/18) of the students met the standard of success. Subsequent years used the full CPI and in 2021 76% (13/17) and in 2022 100% (16/16) achieved Advanced Beginner in all outcome-related areas of the CPI, therefore the standard of success was met for this outcome.

Overall, 92% (47/51) of the students successfully passed the outcome-related skills, meeting the standard of success.

7. Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

In regards to success this outcome had the lowest three year average, coming it a 92%. This is still very impressive, yet highlights areas that we can improve upon. This outcome looks at the students' documentation skills as well as their resource management skills. So, while in the greater scheme of outcome success the students showed a strong performance, I will focus on where improvements can be made.

8. Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

The program relies heavily on the clinicians to train the students in the electronic medical documentation programs due to the amount of variability in software programs along with the varied documentation responsibility and requirements of each clinical partnership between the PT and PTA. Students traditionally have a basic understanding of the formatting of documentation expectations heading into their first clinical rotation. It is in the clinic that students begin to see real treatment sessions and learn how to determine the most concise way of documenting what was done. This is a function of the clinical experience, to bring all the student has learned into one place, applied to a real patient on a rigid schedule. Clinical instructors understand this as they have all been in the same position. The job of the program is to address the requirements, importance, accuracy and professionalism of the written word, along with the legal ramifications associated with this responsibility. Given that this clinical rotation is in their second semester of the two-year program, application of what they have learned is still in the early stages.

III. Course Summary and Intended Changes Based on Assessment Results

1. Based on the previous report's Intended Change(s) identified in Section I above, please discuss how effective the changes were in improving student learning.

The assessment results led to the revision of the benchmark requirements for PTA 230 to have only one performance criteria of Advanced Beginner for all 14 categories on the Clinical Performance Instrument (CPI). Based on the high level of achievement of the standard of success over all three years, it appears to have been an effective change.

2. Describe your overall impression of how this course is meeting the needs of students. Did the assessment process bring to light anything about student achievement of learning outcomes that surprised you?

The decision to maintain this short rotation is reviewed with our program director, academic clinical coordinator and members of our advisory board Clinical instructors frequently report it is too short of a rotation to make a fair assessment utilizing the lengthy CPI assessment tool and that students are just "hitting their stride" when the rotation is over. The year we combined PTA 230 with PTA 240 was well received and lessened the burden of finding multiple clinical placements for two separate rotations. However, the decision to continue in the original format is reinforced by the excitement the early clinical rotation brings to the commitment to the academic portion of the program as well as a greater variety in student experiences to further their skill set and clinical problem-solving abilities. There were no surprises in the assessment process and the findings appear to be consistent over the different clinical education courses offered in the program. Our students perform exceptionally well.

3. Describe when and how this information, including the action plan, was or will be shared with Departmental Faculty.

This information will be reviewed with all departmental faculty, advisory board members and will be included in the video educational offerings for all clinical instructors and site clinical coordinators.

- 4.

Intended Change(s)

Intended Change	Description of the change	Rationale	Implementation Date
Assessment Tool	At the time of this assessment, we are considering developing a PTA 230 Clinical summary form similar to what was used in 2020. As a	Clinical instructors have expressed that other PTA programs do not use the CPI for the short rotations as it is a time intensive tool and feedback	2023

	<p>part of the greater Detroit area clinical education committee, the plan is to consult members on tool suggestions at the next meeting in September.</p>	suggests it is difficult to note progress in such a short rotation.	
Course Materials (e.g. textbooks, handouts, on-line ancillaries)	<p>The plan is to develop a reference guide to billing codes for effective resource allocation, unique insurance company requirements along with examples of SMART goals for common conditions.</p>	<p>Students are introduced to documentation in PTA 100, in the first semester of the program. PTA 230 occurs at the end of the second semester and the goal is that their documentation would be at the Advanced Beginner phase. The CPI does not clearly define the expectations for Advanced Beginner in relation to documentation other than the general level of requiring 75-90% supervision in simple conditions and 100% supervision in complex conditions. This is a brief clinical and documentation and understanding of billing strategies and insurance requirements is a complex condition. Developing the</p>	2023

		repertoire of words and phrases to easily and quickly document takes time and experience. Since it is going into the medical records, clinical instructors are rightly hesitant to not make changes to a student's work.	
Other: Instructor Feedback	Creation of clinical education welcome video and guide for clinical instructors.	<p>Some instructor feedback does not clearly correspond to the ratings they give students. For example, relatively high praise was given to students who received lower ratings, but no constructive feedback or examples were included to substantiate the lower rating.</p> <p>Clinical instructor education videos will help to address this, serving as an orientation to each individual clinical education experience to highlight performance criteria and assessment strategies.</p>	2023

5. Is there anything that you would like to mention that was not already captured?

6.

III. Attached Files

[Clinical Summary 2020](#)
[PTA 230 Assessment Data](#)

Faculty/Preparer: Ann Herbert **Date:** 02/14/2023
Department Chair: Kristina Sprague **Date:** 02/16/2023
Dean: Shari Lambert **Date:** 03/02/2023
Assessment Committee Chair: Shawn Deron **Date:** 03/17/2023

Course Assessment Report Washtenaw Community College

Discipline	Course Number	Title
Physical Therapist Assistant	230	PTA 230 06/02/2015- Clinical Education I
Division	Department	Faculty Preparer
Health Sciences	Allied Health	Kathleen Cook
Date of Last Filed Assessment Report		

I. Assessment Results per Student Learning Outcome

Outcome 1: Students will demonstrate professional and ethical behaviors related to patient interactions, peer and other stakeholder interactions at an Advanced Beginner Level as defined by the Clinical Performance Instrument.

- Assessment Plan
 - Assessment Tool: APTA's Physical Therapist Assistant Clinical Performance Instrument (CPI), specifically items #2, 3, 4, 5, 6, 14.
 - Assessment Date: Spring/Summer 2018
 - Course section(s)/other population: All
 - Number students to be assessed: 6-30 (depending on class size)
 - How the assessment will be scored: Using the definitions and scale indicated by the Clinical Performance Instrument
 - Standard of success to be used for this assessment: 80% of Students assessed will achieve Advanced Beginner in all 14 performance areas. Advanced Beginner is defined in the tool.
 - Who will score and analyze the data: PTA Program Faculty Member.

1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

Fall (indicate years below)	Winter (indicate years below)	SP/SU (indicate years below)
	2015, 2014, 2013	

2. Provide assessment sample size data in the table below.

# of students enrolled	# of students assessed
52	48

3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

All students enrolled in PTA 230 from 2013-2015 were assessed, except for 1 in 2013 and 3 in 2014 as the clinical instructors did not complete the Clinical Performance Instrument correctly.

4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

All students were selected. The Clinical Performance Instruments/Students not assessed were those where the Clinical Performance Instrument was not completed correctly by the CI.

5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

The Clinical Performance Instrument (CPI) is an online assessment tool, developed by the American Physical Therapist Association to assess the PTA's performance in the clinic. The tool is designed to look at 14 criteria. 6/14 criteria were used to assess outcome #1. These were items #2, #3, #4, #5, #6, and #14. Students were expected to achieve a certain benchmark for each criteria. For items 2-5 the benchmark is the "Intermediate Level" as defined by the CPI and for items 6 and 14 the benchmark is "Advanced Beginner" as defined by the CPI.

6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this learning outcome and indicate whether the standard of success was met for this outcome and tool.

Met Standard of Success: No

For 2013, 10/19, 53% met the criteria for this outcome.

For 2014, 14/15, 93% met the criteria for this outcome.

For 2015, 7/14, 50% met the criteria for this outcome.

The 3 year average was 65%. The standard of success for this outcome is that 80% of the students will reach 80% of the benchmarks related to this outcome. Overall, this standard of success was not achieved in 2/3 of the years data was collected. It is noted that there was a potential of the benchmark for items 1-5 was set at a level too high for this initial clinical experience. On review of the data, if the benchmark for all items was set at Advanced Beginner 84% of students

in 2013 and 100% of students in 2015 would have achieved the goal and the standard of success met.

7. Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

From 2013-2015, the students were able to meet the benchmark of Advanced beginner consistently in items 6 and 14. While the benchmark was not Advanced Beginner in items #2, #3, #4, and #5, the students consistently achieved Advanced Beginner, but not Intermediate as set as the benchmark. Clinical Instructors would verbally report that the students performed well in the clinic, with no problems noted, despite not achieving the benchmark established for the criteria.

8. Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

In looking at overall student performance when a student did not achieve a benchmark, or several benchmarks, the Coordinator of Clinical Instruction would discuss the student's progress with the individual instructors. Instructors would indicate that the student was performing well (there were no professional and/or safety concerns) and often indicated that they considered the benchmark of Intermediate too high for this initial clinical experience, which was only 2 weeks/48 hours in length. This concern was also shared by the PTA Advisory Committee. It was evident upon review of the data from 2012-2014 that student achievement of the benchmarks and overall achievement of the standard of success would have been stronger with a consistent benchmark of "Advanced Beginner." It is also noted that this was the first 3-5 years of using this tool. The PTA Program/Coordinator for Clinical Education does offer a yearly inservice to Instructors on benchmarks and grading requirements. The APTA requires all Instructors to complete an online training of the CPI prior to utilizing the tool.

Outcome 2: Students will perform physical therapy interventions and data collection techniques in a safe manner under the direction and supervision of the physical therapist at the advanced beginner level as defined by the Clinical Performance Instrument.

- Assessment Plan
 - Assessment Tool: APTA's Clinical Performance Instrument (CPI), specifically items # 1,7,8,9,10,11,12,14.
 - Assessment Date: Spring/Summer 2018
 - Course section(s)/other population: All
 - Number students to be assessed: 6-30 (depending on class size)

- How the assessment will be scored: Using the definitions and scale in the CPI for level of Advanced Beginner.
 - Standard of success to be used for this assessment: 80% of Students assessed will achieve Advanced Beginner in all 14 criteria of the CPI.
 - Who will score and analyze the data: PTA Program Faculty.
1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

Fall (indicate years below)	Winter (indicate years below)	SP/SU (indicate years below)
	2014, 2015, 2013	
 2. Provide assessment sample size data in the table below.

# of students enrolled	# of students assessed
52	48
 3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

All students enrolled in PTA 230 from 2013-2015 were assessed except for 1 student in 2013 and 3 in 2014 due to the Clinical Performance Instrument (CPI) not being completed accurately by the clinical instructors.
 4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

All students were selected. The Clinical Performance Instruments/Students not assessed were those where the Clinical Performance Instrument was not completed correctly by the CI.
 5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

The Clinical Performance Instrument (CPI) is the tool developed by the American Physical Therapy Association to assess student performance in the clinic. The CPI consists of 14 items related to a student's performance in the clinical. For this outcome, items #1, #7, #8, #9, #10, #11, #12, #14 were used to assess the outcome. For item #1 the benchmark was "Intermediate" as defined by the CPI and for items 7-14 "Advanced Beginner" was the benchmark as defined by the CPI.
 6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this

learning outcome and indicate whether the standard of success was met for this outcome and tool.

Met Standard of Success: No

For 2013, 13/19, 68% met the criteria for this outcome.

For 2014, 16/16, 100% met the criteria for this outcome.

For 2015, 8/14 met the criteria for this outcome.

The overall 3 year average was that 75% met the criteria for this outcome. It is noted, upon review that if item #1 would have had a benchmark of "Advanced Beginner" in 2013, 85% would have achieved the criteria and in 2015, 85% would have achieved this goal. There had been concern that the benchmark for items 1-5 in the CPI were set at a level too high for this initial clinical experience.

7. Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

Upon review of the data from 2013-2015, the majority of the students were able to achieve the benchmark of Advanced Beginner for items 7-14. The students were able to achieve Advanced Beginner for Item #1, but had difficulty achieving the benchmark of Intermediate for item #1. When Clinical Instructors were asked about student performance related to item #1, all stated that there were no concerns with student/patient safety and that they performed as they would expect for an initial, 2 week/48 hour clinical.

8. Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

Based on the data collected and reviewed, and in discussion with Clinical Instructors and the PTA Advisory Committee, it is believed that students are performing well in this initial clinical and that the benchmark of Intermediate for item #1, set at Intermediate, is too high for this clinical. The PTA program offers annual inservice to the Clinical Instructors to ensure the understanding of student assessment and student benchmarks for this course. The APTA requires that all Clinical Instructors complete an online training session prior to using the CPI.

Outcome 3: Students will document and communicate effectively to support the delivery of physical therapy services at the Advanced Beginner Level as defined by the Clinical Performance Instrument.

- Assessment Plan

- Assessment Tool: APTA's Clinical Performance Instrument (CPI), specifically items #13,14.
- Assessment Date: Spring/Summer 2018
- Course section(s)/other population: All
- Number students to be assessed: 6-30 (depending on class size)
- How the assessment will be scored: Using the definitions and scale for Advanced Beginner as outlined in the CPI.
- Standard of success to be used for this assessment: 80% of Students assessed will achieve Advanced Beginner in all 14 items on the CPI.
- Who will score and analyze the data: PTA Program Faculty

1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

Fall (indicate years below)	Winter (indicate years below)	SP/SU (indicate years below)
	2015, 2013, 2014	

2. Provide assessment sample size data in the table below.

# of students enrolled	# of students assessed
52	48

3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

All students enrolled in this course from 2012-2015 were assessed except for 1 in 2013 and 3 in 2014 due to the Clinical Performance Instrument not being completed accurately by the clinical instructors.

4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

All students enrolled in PTA 230 from 2013-2015 were included except those where the Clinical Performance Instrument was not completed accurately by the clinical instructor.

5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

The Clinical Performance Instrument (CPI) is the tool developed by the American Physical Therapy Association to assess PTA student performance in the

clinic. The CPI consists of 14 items related to student performance in the clinic. For this outcome, items #13 and #14 were used in assessment. for these 2 items, the benchmark was "Advanced Beginner."

6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this learning outcome and indicate whether the standard of success was met for this outcome and tool.

Met Standard of Success: Yes

In 2013, 15/19, 68% achieved the benchmark of Advanced Beginner.

In 2014, 13/15, 87% achieved the benchmark of Advanced Beginner.

In 2015, 12/14, 86% achieved the benchmark of Advanced Beginner.

Over a 3 year period, from 2013-2015, 80% of the students achieved the standard of success for this outcome of 80% of the students achieving 80% of this benchmarks related to this outcome.

7. Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

From 2013-2015, there showed a steady improvement in students achieving the benchmark of Advanced Beginner for items 13 and 14. These items relate to communication and documentation in patient care. In the past 3-5 years, clinics have switched from paper documentation to electronic medical records (EMR). Also during this time, Insurance Intermediaries changed documentation regulations related to students. This has required adjustments from the clinics to provide adequate learning opportunities related to documentation. This has improved significantly for this first clinical since 2013.

8. Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

Upon review of the data, and when the Coordinator has discussed student success and performance for this first clinical in relationship to the outcomes, the Clinical Instructors indicate that the students are performing well in all areas, including items #13 and #14, for this initial 2 week/48 hour clinical. To improve student success in this outcome, students are being introduced to EMR in their initial PTA courses, and the Coordinator has worked with the clinics in providing suggestions on how to incorporate exposure and documentation opportunities for students in this initial clinical.

II. Course Summary and Action Plans Based on Assessment Results

1. Describe your overall impression of how this course is meeting the needs of students. Did the assessment process bring to light anything about student achievement of learning outcomes that surprised you?

PTA 230, Clinical Education I, has been the topic of many discussions with clinic administrators, clinical instructors, students and the PTA Advisory Committee over the past several years. It is believed by all stakeholders that this course is very instrumental to the students' development and overall, is meeting the needs of exposure to the clinic and patients for the students. The concerns have been over the short length of the clinical (2 weeks/48hours total) and the benchmarks established for this course being too high for CPI items 1-5. There has also been discussion about using the CPI for this short clinical, as it is time intensive. However, Accreditation, while not prescriptive in requiring the CPI, strongly recommends it as it is designed for all levels of clinical experience. The assessment of this course did show through the data collected and reviewed that the benchmarks for this clinical, in items 1-5, may have been too high. It is also noted that that the 2 different tiers of benchmarks may have caused some confusion among the instructors.

2. Describe when and how this information, including the action plan, was or will be shared with Departmental Faculty.

This information and data was reviewed with the PTA Advisory Committee in fall of 2016 and with Clinical Instructors at the 2016 Clinical Instructor Orientation.

Action Plan: To revise the benchmark requirements for PTA 230, students would be expected to achieve at least "Advanced Beginner" in items 1-14 beginning with PTA 230 in Winter 2016.

It should be noted that upon initial review of the data from Winter 2016, PTA 230, Clinical Education I, 18/19 students (95%) achieved the benchmarks related to all 3 course outcomes.

- 3.

Intended Change(s)

Intended Change	Description of the change	Rationale	Implementation Date
Outcome Language	The 3 outcomes for PTA 230 will remain the same. The language and some course	1. To reflect and be consistent with language used in the assessment tool for this course, the CPI.	2017

	<p>objectives will be revised to better reflect the language used in the Clinical Performance Instrument, the assessment tool used in this course.</p> <p>The student benchmarks (passing requirements) will be revised to all students will be expected to achieve at least the "Advanced Beginner" level for PTA 230, Clinical Education I. This change was made in Winter 2016.</p>	<p>2. To better reflect the expected level of performance for this initial clinical experience.</p>	
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4. Is there anything that you would like to mention that was not already captured?

5.

III. Attached Files

[List of 14 Assessment Areas in the CPI](#)

[Page from Assessment Tool](#)

[2013 Data Summary](#)

[2013 PTA 230 Data](#)

[2014 PTA 230 Data](#)

[2015 PTA 230 Data](#)

Faculty/Preparer: Kathleen Cook **Date:** 06/07/2016

Department Chair: Connie Foster **Date:** 06/08/2016

Dean: Valerie Greaves **Date:** 06/09/2016

Assessment Committee Chair: Michelle Garey **Date:** 08/03/2016